

**POWERFUL LEARNING PRACTICE PROJECT: DRAFT #4**  
**Bronxville School District**



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**Vision**

Students will engage in digital learning communities in order to extend their knowledge, pursue areas of interest, solve problems, create, innovate, and collaborate with the global community.

*Desired changes:*

- 1) Students will develop their passion for acquiring knowledge, pursuing interests, solving problems, creating, innovating, and collaborating with the global community.
- 2) Students will develop the skills needed to direct their own learning.
- 3) The school community will extend beyond “the brick walls”.
- 4) “School” will be available 24/7.

**Project Goals**

***Phase One (2009-10):***

- Collaboratively develop a scope and sequence of technology skills that support the vision
- Collaboratively create a rubric for assessing student- and teacher-developed performance tasks that support the vision
- Create opportunities for the faculty to participate in a digital learning community

***Phase Two (2010-11):***

- Implement performance tasks
- Collaboratively review student work to determine progress toward vision (will require a rubric)
- Identify gaps/redundancies in skills scope and sequence

***Phase Three (2011-1012):***

- Develop set of “guaranteed” K-12 learning experiences that are linked to the vision and aligned across grade levels

**Objectives and Assessment (2009-10)**

- Create a K-12 scope and sequence of technology skills that are currently being taught in the district
- Create a rubric for evaluating performance tasks that are aligned with the vision
- Create a ning (“Lighthouse Conversations”) for the district staff
- Model collaboration within a professional learning community by adding instructional materials to the ning
- Model problem-solving within a professional learning community by posting and answering questions about technology on the ning

- Model openness to new ideas by sharing new technology tools and/or applications on the ning
- Authentic Assessment #1 for Team Members: Create a ning called Lighthouse Conversations
- Authentic Assessment #1a for District Staff: Participate in Lighthouse Conversations
- Authentic Assessment #2 for Team Members: Contribute at least one instructional strategy, one question, one answer, and one creative use of a technology tool to the ning
- Authentic Assessment #2a for District Staff: Post a comment on the ning

### **Research Roles for 2009-10 (This section is in development)**

- Beth
  - Develop performance task for senior English students: Students will select a topic of interest to them and the global community, research, and share findings on blogs. Students will present their work during family/school partnership workshop and through Edline.
- Denise
  - Meet with elementary school curriculum leaders to articulate the current scope and sequence of technology skills
  - Meet with strand leaders, curriculum leaders and professional development policy board to create and refine rubric for evaluating performance tasks
  - Research technology scope and sequences; Organize a conference day conversation regarding need for modifications to current scope and sequence of technology skills
  - Research innovative instructional strategies to post on “Lighthouse Conversations”
- Heather
  - Add clips from the sophomore showcase and Silk Road project to “Lighthouse Conversations”
  - Add a podcast to “Lighthouse Conversations”
- Linda
  - Meet with high school curriculum leaders to articulate the current scope and sequence of technology skills
  - Create technology “how-to” and “spotlight” videos and post on “Lighthouse Conversations”
- Margo
  - Meet with middle school curriculum leaders to articulate the current scope and sequence of technology skills
  - Add samples of student work to “Lighthouse Conversations”
- Millie
  - Gather instructional ideas from elementary school classroom teachers to post in “Lighthouse Conversations”
  - Share experiences with Skype and podcasting on “Lighthouse Conversations”

### **Proposal**

Rather than addressing a problem, our action research project focuses on realizing a vision. To support the attainment of this vision, the faculty needs access to professional development. While the district will continue its efforts to provide access to technology workshops and conferences, it is our team’s hypothesis that if these professional development activities were

supplemented with opportunities to share 1) creative ideas for using technology tools, 2) rubrics for evaluating student work, and 3) “just in time” assistance with technology problems, teachers would gain confidence in their ability to make the necessary changes in their classroom practices. As a result, students would make greater progress toward the targeted goals.

To this end, our team has made a commitment to create a ning, “Lighthouse Conversations,” that may be used to share and obtain information about instructional practices that support the attainment of the vision. This approach differs from past practice in that it creates a professional learning community that is available as needed by and at times that are convenient for the staff. The team acknowledges that this approach will be a new endeavor for many staff members, and that it will require a cultural shift in order for teachers to become comfortable sharing instructional ideas and asking for assistance. To address this, the members of our team have made a commitment to modeling these types of collaborations by sharing our work and our questions on “Lighthouse Conversations”.

### **Evaluation**

- Metric for short-term (June, 2010) success:
  - A scope and sequence of technology skills was created for the district
  - A rubric for evaluating performance tasks was created
  - The “Lighthouse Conversation” ning was created and district staff members were invited to participate,
  - Each member of the PLP team contributed at least one instructional strategy to “Lighthouse Conversations”.
  - Each member of the PLP team posted at least one curriculum document in “Lighthouse Conversations”,
  - Each member of the PLP team posted and responded to at least one instructional or curricular question on “Lighthouse Conversations”,
  - Each member of the PLP team contributed at least one creative idea/link to “Lighthouse Conversations”.
- Metric for long-term success (in development):
  - Successive iterations of the technology scope and sequence reveal more sophisticated uses of technology
  - Student work reflects objectives outlined in vision (rubric is needed for this)
  - The faculty actively participates in “Lighthouse Conversations”.

### **Timeline (in development)**

#### ***Phase One (2009-10):***

- Collaboratively develop a scope and sequence of technology skills that support the vision
- Collaboratively create a rubric for assessing student- and teacher-developed performance tasks that support the vision
- Create opportunities for the faculty to participate in a digital learning community

#### ***Phase Two (2010-11):***

- Implement performance tasks
- Collaboratively review student work to determine progress toward vision (will require a rubric)

- Identify gaps/redundancies in skills scope and sequence/cross-referenced with NETS Student Achievement Rubric

***Phase Three (2011-1012):***

- Develop set of “guaranteed” K-12 learning experiences that are linked to the vision and aligned across grade levels
- Develop process for collecting and analyzing longitudinal student outcome data

**Documentation (in development)**

- K-12 scope and sequence of technology skills
- Possible use of skills assessment to collect and analyze longitudinal data
- Rubric for evaluating design of performance tasks
- Rubric for evaluating outcomes of performance tasks
- Lighthouse Conversation

**BRONXVILLE SCHOOL: DRAFT #4**  
**RUBRIC FOR EVALUATING DESIGN OF PERFORMANCE TASKS**

	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<b>Critical Thinking and Problem Solving</b> Students will demonstrate the critical thinking and problem-solving skills needed to address complex, globally relevant issues.	Task requires students to synthesize information, integrate divergent perspectives, analyze and evaluate approaches, and/or develop multiple tactics for solving problems	Task requires students to describe relationships among ideas and/or draw conclusions based on evidence	Task requires students to summarize, classify, compare and contrast, identify point of view, support conclusions and make adjustments based on observed results	Task requires students to clearly articulate a problem
<b>Creativity and Innovation</b> Students create and invent new ideas and act on them to produce a tangible and useful contribution to knowledge, culture, or service to others.	Task requires students to independently produce, evaluate and refine new ideas, products, processes or original works of personal expression	Task requires students to produce new ideas, products, processes or original works of personal expression	Task requires students to create new products, processes or works of personal expression from materials and/or ideas that are provided	Task requires students to study a product or expressive work and suggest ideas for improvement
<b>Information Literacy</b> Students will be able to define a practical research question and identify and select appropriate multiple digital and traditional resources to answer it. They also need to be able to discern validity and point of view of various sources. Students compile and complete bibliography with clear references throughout the text.	Task requires students to gather, evaluate and synthesize information from multiple disciplines	Task requires students to gather, evaluate and synthesize information from a single discipline	Task requires students to evaluate and synthesize information that is provided	Task requires students to summarize data that is provided
<b>Communication and Collaboration</b> Present ideas about a topic with coherent organization and a clear, concise, and correct use of language, math, music or art symbols. Presentations should engage the audience through the effective use of technologies.	Task requires students to seamlessly integrate the use of multiple technology tools to support research as well as analytic, creative, and evaluative processes	Task requires students to use technology to analyze information or to create expressive works	Task requires students to independently use technology as a tool for gathering and presenting information.	Task requires students to follow instructions in a technology manual

<b>Initiative and Responsibility</b> Students design the project with a practical plan, a commitment to quality of the product, attention to deadlines, and appropriate interaction with and independence from teachers.	Task requires students to create a work plan, take educational risks and demonstrate the capacity to independently recover from frustration and failure	Task requires students to develop and follow a work plan, to persist in the face of failure, and to identify the possible causes of flaws in their work	Task requires students to follow multi-step instructions and a timeline provided by the teacher, and to attempt to resolve problems prior to requesting assistance	Task requires students to follow step-by-step instructions and a timeline provided by the teacher
<b>Reflection and Evaluation</b> Students seek and respond to feedback from others, and assess and revise their own work.	Task requires students to design a rubric for evaluating the quality of their work, to identify expert mentors and models, and to revise their work in response to a thoughtful and thorough self-assessment	Task requires students to reflect thoughtfully about the processes and strategies that they used to complete their work, to analyze their strengths and weaknesses, and to use this information to improve their work	Task requires students to evaluate their work using a rubric provided by the teacher	Task requires students to describe how they approached their work, and to summarize critiques provided by the teacher

**TECHNOLOGY SCOPE AND SEQUENCE<sup>1</sup>**  
**Corrections: Payne, Williams, Laitman**

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Microsoft Word</b>													
Adjust line spacing				I	I	M	E			E	E	E	E
Adjust margins						I	E			E	E	E	E
Check grammar				I	I					E	E	E	E
Check spelling				I	I	M	E			E	E	E	E
Check word count/readability statistics													
Create table and manipulate data						I							
Create bibliography						I				E	E	E	E
Create header and footer		I		E			E			E	E	E	E
Create hyperlink										E	E	E	E
Create nested and block quotations										E	E	E	E
Create outline using bullets					I	I	E						
Cut and paste				I	M	M	E						
Find and open a saved file			I	E	M	E							
Format text (bold, italics, underline)		I		M	M	E	E						
Insert citations: footnotes, endnotes										E	E	E	E
Insert page breaks						I	E						
Insert page numbers				I		I	E			E	E	E	E
Insert photo				M	M	I	E						
Insert table						I	E						
Insert text						I	E						
Insert Word Art				M	M	M							
Power up, log on and shut down computer				E	E	E	E						
Save file in new format (.rtf, .pdf, earlier version of software, from Mac to PC, etc.)							E			E	E	E	E
Save to the appropriate drive/folder			I	E	M	M	E						

<sup>1</sup> I = Introduced; M = Mastered; E = Expected on Entry

Select appropriate printer				M	M	M	E						
Select/change font		I		E	M	E				E	E	E	E
Set tabs							E			E	E	E	E
Track changes										E	E	E	E
Use “save” and “save as” appropriately				M	M	E	E						
Use appropriate style format (APA, Chicago, MLA)												I	M
Use drop down menus				M	I	E	E						
Use print preview				M	I	M	E						
Use right-click functions				I	I	I	E						
Use shortcuts (e.g. ctrl-c, ctrl-x, ctrl-v, ctrl-f)				I		I				E	E	E	E
Use thesaurus				I		I				E	E	E	E
View readability statistics/word count										E	E	E	E
<b>Databases</b>													
Access databases (Sirs, Proquest, etc.) from home						I	E						
Use Bronxville HS library reference page				M		I				E	E	E	E
<b>Discipline-Specific Software</b>													
A+ (math)		I	I	M	M								
Bookmark and Wiggle Works (literacy)		I	I	E									
Cornerstone/Skills Bank (academic assessment)			I	M	I	M							
Graph Club (Charts)			I	M									
Lexia (phonemic awareness)	I	I	I	M									
Moviemaker							I	I	I				
Noodle Tools (bibliography)						I							
Photoshop (images)							I	I	I				
Stationery Studio (letter writing)		I	I	M									
Turn-It-In: Upload and download documents										E	E	E	E
<b>E-Mail</b>													
E-mail teacher										E	E	E	E
Respond to e-mail from teacher										E	E	E	E
Send E-mail attachment							E			E	E	E	E
<b>Edline</b>													
Complete survey/quiz										E	E	E	E



Download documents						I				E	E	E	E
Submit homework										E	E	E	E
Use Edline calendar						I							
Use Edline locker						I	E			E	E	E	E
View assignments					I	I				E	E	E	E
<b>Excel</b>						5							
Create a chart													
Create pivot table													
Enter data in cells							I	I	I				
Freeze panes													
Import data													
Insert/Delete rows/columns													
Sort data													
Track changes													
Use speech tool													
Use Σ tool													
<b>File Management</b>													
Organize files using nested folders					I		E			E	E	E	E
Transport file (physically via thumb drive, etc.; and virtually via Google Docs, etc.)					I	M-flashdrive	E			E	E	E	E
<b>Music</b>													
Finale: Add dynamics and articulations							I	M	E	E	E	E	E
Finale: Create a document for specified instruments, meter, and key							I	M	E	E	E	E	E
Finale: Enter notes using Simple Entry tool							I	M	E				
Finale: Export file to Garageband and iMovie										I	E	E	E
Finale: Format page (adjust spacing of staves, measures per line, multi-measure rests, size of staff)										I	E	E	E
Finale: Transpose parts, change octaves										I	E	E	E
Finale: Upload file to Moodle										I	E	E	E
Garageband: Adjust playback features (instruments, balance voices)							I	M	E	E	E	E	E
Garageband: Create a podcast										I	E	E	E
Garageband: Edit loops										I	E	E	E

Garageband: Locate and combine loops							I	M	E	E	E	E	E
iMovie: Create a PSA										I	E	E	E
<b>Other</b>													
Digital storytelling						I							
Keyboard: arrows, backspace, delete and backspace)	M			E	E								
Keyboard: tab				E	I	M							
Keyboard: type without looking at keys)				I	I	M							
Left-click mouse	M			E	E	E							
Log onto computer	I			E	E	E							
Microsoft Access				E									
Microsoft Paint	I		I	E	E								
Right-click mouse				I	I	I							
Select, change and remember password	I					E							
SmartBoard Notebook						I							
Use Word clouds as analysis tool										E	E	E	E
<b>Powerpoint</b>													
Add animations					I					E	E	E	E
Add photos					I					E	E	E	E
Add sound					I					E	E	E	E
Add text					I					E	E	E	E
Add transitions					I					E	E	E	E
Design presentation from template					I					E	E	E	E
Evaluate quality										M	E	E	E
<b>Presentation Tools</b>													
Garageband (Podcasting)													
Moviemaker (Storytelling)													
Publisher					I								
SmartBoard						I	M	E	E	E	E	E	E
<b>Web Publishing</b>													
Create blog										M	E	E	E
Design website													
Dreamweaver							I	I	I				
Google Docs: file sharing													
Participate in discussion boards										M	E	E	E

Real Ebooks		I	I	I	I	E							
<b>Web Research</b>						<b>5</b>							
Evaluate quality of website content						I				E	E	E	E
Find images/save/insert into document				I	M	E							
Find relevant websites				I		I	I	I	I	E	E	E	E
Find secondary sources (Critiques of works, etc.)										I	M	E	E
Follow Wikipedia discussion threads										E	E	E	E
Register for websites										E	E	E	E
Use multiple search engines				I	I					E	E	E	E
Use online concordance										I	M	E	E
Use online dictionary				I	I	I				E	E	E	E
Use online encyclopedia				I	I	M							